

Key Principles

The key objective of the school is to allow each pupil to fulfil his or her potential whatever their learning need, allowing full access to the curriculum, and supporting them to overcome any barriers to learning and achievement.

The Learning Support Departments play a significant role in supporting any pupils who may have a specific learning difficulty or disability to achieve their learning potential. The departments help staff to develop an understanding of specific learning difficulties and learning styles, and to implement any adjustments whether in class or in exams, which might be appropriate to maximise the achievement.

In supporting our neurodiverse pupils including those ADHD, ASD and dyslexia, the departments focus on encouraging greater self-awareness and understanding by pupils of their neurodiversity, and so helping them discover and develop strategies to optimise their learning, building on their strengths, and make their study more effective and efficient. We aim to develop our pupils' confidence, self-esteem and motivation as well as their independent learning skills.

Caterham School has a whole school approach to meet individual student needs with reference to the guidance outlined in the Equality Act 2010, The SEND Code of Practice (2015) and the Children and Families Act 2014.

may be appropriate to consider whether an EHCP is needed. This is likely to be the case for

The school uses a graduated approach to meeting SEND as outlined in the 2015 SEND Code of Practice 0-25 years, represented by the Assess-Plan-Do-Review framework.

ASSESS

Teacher observation and assessment of pupils within a class setting is central to the identification of any specific learning needs. In addition to this, standardised assessments of pupil attainment are carried out so that any specific areas of difficulty can be identified and investigated further as appropriate. Standardised cognitive, reading and spelling assessments are conducted each year.

The identification and assessment of the SEND of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance. This will establish whether the problems they have in the classroom are due to limitations in their command of the English language, or arise from SEND. Some pupils with English as an additional language may also have SEND.

Teachers in the Pre-Prep and Prep School can discuss pupils directly with the Head of Learning Support at any time so that any concerns can be investigated and assessed at the earliest possible stage. In addition to this, termly class monitoring meetings are held between the Head of Learning Support and each class teacher/Form Tutor where detailed pupil discussions take place.

In addition to school and class-based assessments, the Prep Head of Learning Support is able to undertake specialist psychological assessments when required and parents will be involved at all stages of this assessment process. Written reports will be provided to staff and parents following these assessments.

At times it might be necessary to seek specialist assessments from external professionals such as Speech and Language Therapists or Occupational Therapists (these are commissioned and paid for by parents/carers).

PLAN

The Head of Learning Support maintains a whole school 'Provision Map' which outlines the types of support available to pupils with SEND or who require short-term support to bring their levels of attainment in line with their Caterham Prep School peers. When planning this support the school uses a 'Wave' model of intervention:

Following the process of assessment outlined above, a decision will be made as to whether the pupil requires ongoing 'Learning Support' at Wave 2/3 and the nature of this support will be discussed with key members of staff, the pupil and their parents/carers. If additional support is not required,

arrangements for any access arrangements required by the candidate in the entrance examinations, following consultation with the SEND Coordinator at the child's current school. It also allows the school to evaluate any adjustments required by the prospective pupil in school, and the school's ability to provide those adjustments for them as a pupil of the school, so that they will be able to take full advantage of the education provided in the event that the candidate is offered a place. If parents of a prospective pupil fail to disclose this information at the time of registration the school may be unable to accommodate access arrangements when the candidate sits the entrance exam. In addition, the school may be unable to offer an adequate level of support for the pupil should they be offered a place, and, in some circumstances, this may result in the offer of a place being withdrawn.

For more information, please see the school's Admissions Policy available on the school website.

Identifying pupils who may have additional learning needs

Group screening assessments and baseline testing is carried out at various points throughout the school to help identify if there could be any underlying learning difficulties which might affect a pupil's achievement. This information is used in conjunction with other data, including information from a pupil's previous school, subject teachers, form tutors, lesson observations, discussions with parents and the pupil themselves, to establish if there could be a need for further investigation or assessment.

If a parent is considering an educational or psychological assessment for their child, for example for possible dyslexic type difficulties, or for attention difficulties, it is important that they contact the Learning Support Department for advice on the type and nature of assessment required, and for details of approved specialists.

Support, Referrals and Communication

It is the school's policy that any pupil with a specific learning difficulty or other neurodiversity has full access to the curriculum and are included in a fully integrated teaching programme. For by far the majority of our pupils with specific learning difficulties or other conditions, their needs are met by the provision of high-quality class teaching, appropriately differentiated for individual pupils. For any pupils who need adjustments in class to help access the curriculum or need specific support to fulfil their learning potential, detailed information and advice is provided to teaching staff via the school's database. This information is reviewed and updated regularly following consultation with teaching staff and the pupil themselves.

The academic progress and wellbeing of all our pupils is carefully monitored by Heads of Year, who meet regularly with the Head of Learning Support. If it is felt that a pupil may benefit from a short period of individual or small group support this will be discussed with the Head of Learning Support. Any support is usually scheduled outside the pupil's timetabled lessons and may be at lunchtime or before or after school.

Access Arrangements in Examinations

Access arrangements are 'reasonable adjustments' available for pupils who have a disability, long-term medical condition or specific learning difficulty which has a significant and persistent effect on their performance in examinations. For these pupils access arrangements can be granted in strict adherence to the rules set out in the Joint Council for Qualifications (JCQ) booklet Access Arrangements and Reasonable Adjustments which is

updated annually. In line with the